DOCUMENT RESUME

ED 209 522 CE 030 569

TITLE Health Occupations Cluster Guide.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 81
NOTE 85p.
AVAILABLE FROM Documents Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310 ($2.50).

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Allied Health Occupations; *Allied Health Occupations Education; Anatomy; Course Objectives; Curriculum Guides; Dental Assistants; Dental Hygienists; Dental Technicians; Diseases; Human Body; Interpersonal Relationship; Job Skills; Learning Activities; Medical Assistants; Medical Laboratory Assistants; Medical Services; Nurses; Nurses Aides; *Occupational Clusters; Occupational Therapy Assistants; Patients; Physical Therapy Aides; Physiology; *Program Design; *Program Implementation; Secondary Education; Surgical Technicians; Teamwork; Vocational Education
IDENTIFIERS Emergency Medical; *Oregon

ABSTRACT

Intended to assist the vocational teacher in designing and implementing a cluster program in health occupations, this guide suggests ideas for teaching the specific knowledge and skills that qualify students for entry-level employment in the health occupations field. The knowledge and skills are applicable to 12 occupations: dental assistant; dental hygienist; dental lab technician; emergency medical technician; medical assistant; medical lab assistant; nursing assistant; nurse, general duty; occupational therapy assistant; physical therapy assistant; respiratory therapist; and surgical technician. The guide is also suitable for preparing students to enter advanced training programs. Section 1, Cluster Organization and Implementation, addresses goal-based planning and provides a proposed cluster curriculum, sample curriculum schedule, descriptions of course content, and current Oregon manpower data. In section 2, Instructional Emphasis Areas, are contained course goals and learning activities for six allied support courses: Human Body Structure and Function, Microbes and Disease, Health Team Relations, Patient Relations, and Health Care Skills I and II. Section 3, Assessment, briefly discusses group and individual approaches. The appendix includes lists of equipment and supplies, resources, and career opportunities; information on Health Occupations Students of America; clinical experience checklist; and occupational analysis data. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209522

OCCUPATIONAL CLUSTER GUIDE

HEALTH OCCUPATIONS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

V This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. J. Case

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

VII

CE030569

HEALTH OCCUPATIONS

CLUSTER GUIDE

Spring 1981

Verne A. Duncan
State Superintendent of
Public Instruction

OREGON DEPARTMENT OF EDUCATION
700 Pringle Parkway SE
Salem, Oregon 97310

CE 030 569

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs and activities which receive federal assistance. Oregon laws prohibiting discrimination include ORS 659.150 and 659.030. The State Board of Education, furthermore, has adopted Oregon Administrative Rules regarding equal opportunity and nondiscrimination: OARs 581-21-045 through -049 and OAR 581-22-505.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education to ensure equal opportunity in all educational programs and activities and in employment. The Department provides assistance as needed throughout the state's educational system concerning issues of equal opportunity, and has designated the following as responsible for coordinating the Department's efforts:

Title II—Vocational Education Equal Opportunity Specialist
Title VI—Equal Education and Legal Specialist
Title IX—Associate Superintendent, Educational Program Audit Division, and Equal Education and Legal Specialist
Section 504—Specialist for Speech, Language and Hearing, Special Education Section

Inquiries may be addressed to the Oregon Department of Education, 700 Pringle Parkway SE, Salem 97310 or to the Regional Office for Civil Rights, Region X, 1321 Second Avenue, Seattle 98101.

358311981500

FOREWORD

Leaders in business and industry expect high school graduates to be productive workers contributing to the economy and their chosen occupational fields. If high schools are going to meet the needs of students, education, especially for eleventh and twelfth grade students, needs to offer opportunities to develop skills for a broad range of occupations.

As taught in Oregon's high schools, occupational clusters are designed to prepare students for job entry. The Oregon Department of Education analyzed the basic elements of hundreds of jobs with similar characteristics, grouping these into occupational clusters according to entry-level requirements. From the resulting list, Department personnel, in cooperation with the Department of Labor, Division of Employment and Statistics, selected clusters geared toward current job opportunities around the state.

To develop this cluster guide, key occupations were identified, activities and resources were selected. The guide suggests teaching ideas, and is aimed at high school students, as well as those wishing to enter community college, university or apprenticeship programs. For further information, please contact the Career and Vocational Education Section, Oregon Department of Education, 378-8496.

ACKNOWLEDGMENTS

This guide was developed through the efforts of many individuals. Health occupations representatives revised task analyses for 12 key occupations; occupations instructors shared resources, made suggestions and reviewed the draft. Special thanks to the following:

Sarah Rich	On contract for the Oregon Department of Education
Susan Hodges	Lakeridge High School (Lake Oswego)
Caroline Mills	Canby High School (Canby)
Edith Dietrich	Roseburg High School (Roseburg)
Marcelline MacDonald	Beaverton High School (Beaverton)
Mary O'Cara	Washington/Monroe High School (Portland)
Rachel Hagfeldt	Newport High School (Newport)

CONTENTS

Page

Foreword iii

Acknowledgments v

Procedures for Using the Guide ix

CLUSTER ORGANIZATION AND IMPLEMENTATION

Goal-Based Planning for Health Occupations Program 3
Secondary Vocational Education Programs 5
Health Occupations Cluster Curriculum 7
Suggested Curriculum Schedule 8
Suggested Allied Support Courses 9
Individual Instruction 11
Oregon Manpower Data 13

INSTRUCTIONAL EMPHASIS AREAS

Human Body Structure and Function 19
Microbes and Disease 23
Health Team Relations 29
Patient Relations 35
Health Care Skills I 41
Health Care Skills II 51

ASSESSMENT 59

APPENDIX

A Equipment and Supplies 65
B Resources 69
C Advisory Committee 75
D Opportunities in Health Occupations 77
E Health Occupations Students of America 79
F Clinical Experience Checklist 85
G Occupational Analysis Data 87

PROCEDURES FOR USING THE GUIDE

This guide is intended to assist the vocational teacher in designing and implementing a cluster program in health occupations. It is divided into four sections: cluster organization and implementation, instructional emphasis areas, assessment, and appendix.

The Cluster Organization and Implementation sections addresses goal-based planning, and includes a proposed cluster curriculum, a sample curriculum schedule, course content, and current Oregon Manpower Data.

The Instructional Emphasis Areas section contains suggested course goals and learning activities in: human body structure and function, microbes and disease, health team relations, patient relations, health care skills I and II.

Section three, Assessment, is followed by the appendix: (a) equipment and supplies, (b) resources, (c) advisory committee, (d) opportunities in health occupations, (e) Health Occupations Students of America, (f) clinical experience checklist, (g) occupational analysis data.

CLUSTER ORGANIZATION AND IMPLEMENTATION

GOAL-BASED PLANNING FOR HEALTH OCCUPATIONS PROGRAMS

Goals give purpose and direction when planning activities and they provide a common language for discussing the merits of activities as they are carried out. As a reference for planning, districts use state goals, district goals, program goals, course goals.

State goals describe what the Oregon Department of Education thinks a student ought to learn in public school. District goals describe what the local community and its schools think a student ought to learn in school locally, and how such learning relates to state goals. Program goals describe what local curriculum planners and teachers think a student ought to learn in health occupations and how such learning relates to district goals. Course goals describe what teachers think a student ought to learn in "Health Care Skills I" and how such learning relates to program goals.

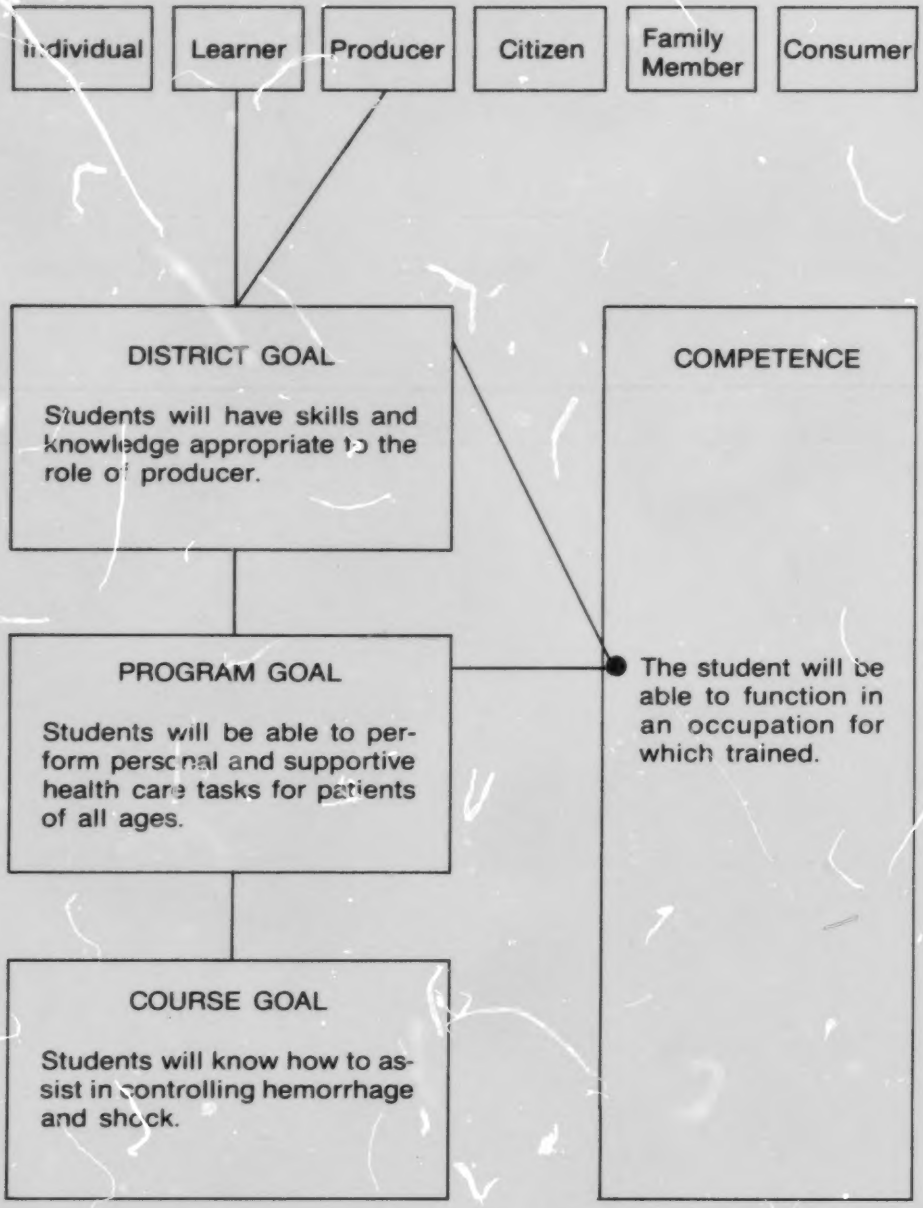
Competence Requirements

Competence is a separate but related part of goal-based planning. It is one of three graduation requirements. While districts plan and evaluate instruction by means of goals, minimum requirements for graduation are based on credit, attendance and competence.

Competence means being capable, and students indicate competence by demonstrating their knowledge and skills. Districts verify student competence through the local list of indicators of competence (what many people have called "competencies").*

*See Competence Guidelist, *Standards Guidelines: Competence Guidelist* (Salem: Oregon Department of Education, 1980), page 2.

For examples, in health occupations:


Individual
Learner
Producer
Citizen
Family Member
Consumer
DISTRICT GOAL
Students will have skills and knowledge appropriate to the role of producer.
PROGRAM GOAL
Students will be able to perform personal and supportive health care tasks for patients of all ages.
COURSE GOAL
Students will know how to assist in controlling hemorrhage and shock.
COMPETENCE
The student will be able to function in an occupation for which trained.

Goals can be shared by teachers, administrators and others who are planning curriculum. It is important that health occupations teachers be directly involved in developing district, program and course goals so that their curriculum is coordinated with other subject areas.

SECONDARY VOCATIONAL EDUCATION PROGRAMS

Secondary schools in Oregon may offer two types of vocational education programs: an occupational cluster program or a special vocational program. Either program requires state approval if it uses federal vocational funds.

Occupational Cluster Programs*

An occupational cluster program offers an approved family or "cluster" of logically related occupations. The relationship is based on "task inventories" which list identical or similar tasks performed in each of the key occupations in the cluster. For example, the approved health occupations cluster program provides instruction for twelve occupations:

Dental Assistant
Dental Hygienist
Dental Lab Technician
Emergency Medical Technician
Medical Assistant
Medical Lab Assistant
Nursing Assistant
Nurse, General Duty
Occupational Therapy Assistant
Physical Therapy Assistant
Respiratory Therapist
Surgical Technician

The occupations making up an occupational cluster must altogether employ 10,000 or more people in Oregon. There must also be a projected need for expansion and/or replacement of at least 2,000 employees in Oregon within the next five years.

When secondary schools cannot or do not want to offer an occupational cluster program, they may obtain state approval for a special vocational program.

Special Vocational Programs

A special vocational program does not meet the state requirements for approval as an occupational cluster program. It provides instruction for a single occupation or a few closely associated occupations to reflect local community needs or regional labor market needs.

---

*Approved occupational cluster programs as of January 1981: agriculture, accounting, clerical, construction, electricity/electronics, foodservice, forest products, graphics communications, health occupations, industrial mechanics, marketing, metals, service occupations, secretarial.

The Health Occupations Cluster Program

The health occupations cluster program is designed for students who have made at least a tentative career choice in some area of health care. The health occupations curriculum gives students an opportunity to gain skills and knowledge in several health occupations (eg, dental assistant, medical lab assistant, nursing assistant, physical therapy assistant). This approach offers breadth in preparation which enables students to cope with changing theories and practices in the health occupations field. It increases students' opportunities for initial employment and more rapid advancement. At the same time, it offers sufficiently in-depth instruction in each of the related occupations to prepare students to enter advanced training programs or full-time employment in any one of the occupations.

Students should receive broad exposure to all the occupations in the cluster. All students should have opportunity and be encouraged to participate in a cooperative work experience program.

With careful planning, students in a health occupations cluster program should be able to meet college preparation and graduation needs as well as prepare for work of more advanced vocational training. Vocational instructors and guidance personnel should assist students in planning their total high school program.

HEALTH OCCUPATIONS CLUSTER CURRICULUM

This guide is designed to show teachers what specific knowledge and skills qualify students for entry-level employment in the health occupations field. The teacher, with the help of an advisory committee, can organize a curriculum to instruct students according to individual needs.

A health occupations program should include:

Occupational exploratory experiences in grades seven through ten This is the time for students to develop career goals and plans. Courses in biology, English, mathematics, and science provide a foundation for the health occupations cluster in grades 11 and 12.

Occupational guidance Guidance helps students learn more about themselves, and helps them choose occupational fields which are challenging and fulfilling.

Occupational specialty course in grades 11 and 12 Courses should be offered two periods per day or ten hours per week. This is a minimal amount of time in which to study and acquire that experience called for by the course goals.

Allied support courses in grades 10, 11, 12 Students should be offered supplemental courses to sharpen particular interests and talents, and to help them attain occupational goals. (See page 9 for a list of recommended allied support courses.)

Cooperative work experience programs These programs provide on-the-job training and can help improve career decision-making skills. Work experience should be a part of the required time blocks as electives.

A suggested health occupations cluster curriculum schedule is presented on the following page.

SUGGESTED CURRICULUM SCHEDULE

Period	Grades 7 and 8	Grade 9	Grade 10	Grade 11	Grade 12
I	Social Studies	Language Arts	Language Arts	Language Arts	Language Arts
II	Language Arts	Mathematics	Personal Finance	U S History	Business Education
III	Mathematics	Health/ Physical Education	Health/ Physical Education	Body Structure and Function	Health Care Skills I
IV	Health/ Physical Education	Science	Biology	Microbes and Disease	Health Care Skills II
V	Science	Social Studies	Social Studies	Mathematics	Health Team Relations
VI	Art, Homemaking, Industrial Arts	Typing	Introduction to Work	Home Economics	Patient Relations

The Oregon Department of Education recognizes that each local school district will encounter unique scheduling problems when implementing an occupational cluster program at the secondary level. The *State Plan for Vocational Education* sets guidelines for time blocks; local districts exercise flexibility within these limitations to adapt to specific needs.

SUGGESTED ALLIED SUPPORT COURSES

The following allied support courses are recommended for students enrolling in a health occupations cluster curriculum.

GRADE ELEVEN

Human Body Structure and Function (180 hours, 1 semester)

A study of the cell as the key structure of the human body. The gross structures of the human body are identified and correlated with functions of support, movement, protection, metabolism, communication, and coordination.

Microbes and Disease (180 hours, 1 semester)

A study of bacteria, fungi, and other microbes, using basic laboratory methods to observe microscopic organisms, conditions for favorable growth, and methods of control. The concepts of asepsis, infection, disease, and immunity are introduced.

GRADE TWELVE

Health Team Relations (90 hours, 1 semester)

A survey of conditions and techniques which contribute to harmonious and effective team action, developing the health team concept for providing preventive, therapeutic, and rehabilitative health care. The expectations of the employer, team leader, and team member are studied emphasizing ethical and legal implications and practices.

Patient Relations (90 hours, 1 semester)

A study of communications and behavior developing the concepts necessary for effective interpersonal and ethical relations with patients.

Health Care Skills I and II (360 hours, 2 semesters)

A course in two parts designed to enable the student to apply basic health care concepts in assisting with health care, using safe practices which result in comfort and well-being for the patient. Applications are made to patient transportation, movement, and ambulation; patient environment; hygienic patient care; food service and feeding; communications and health care records; diagnostic, therapeutic, and emergency procedures; mother and child care; patient rehabilitation; care of the elderly; and care of medical supplies and equipment.

INDIVIDUALIZED INSTRUCTION

By its very nature, the cluster concept requires the use of some method of individualized instruction. No matter what approach is used, it should be based on student performance that is measurable.

Individualization requires a reorientation of the instructor's role. The instructor becomes a counselor and a director to help guide the student through the structure established by the instructor. The instructor answers questions on an individual basis, occasionally lectures to the whole class, or holds small-group seminars and discussions. Maintaining a record of the student's progress is also important.

An inservice program will be needed to orient instructors to their new roles and to the proper ways of establishing and directing individualized instruction.

Any structure established for individualized instruction should:

Give credit for previously learned and demonstrated skills.

Allow students to pause for remedial assistance, and then resume their studies.

Inform each student of the specific behavioral outcomes for which that student will be responsible.

Allow students to progress individually.

Monitor each student's progress.

OREGON MANPOWER DATA

Key Occupations	1977 Employment	1981 Employment	1985 Employment
Dental Assistant	2,020	2,490	2,950
Dental Hygienist	840	1,040	1,240
Dental Lab Technician	640	960	900
*Emergency Medical Technician			
Medical Assistant	1,000	1,230	1,470
Medical Lab Assistant	920	1,080	1,240
Nursing Assistant	11,510	14,300	17,090
Nurses, General Duty	10,500	12,390	14,280
Occupational Therapy Assistant	20	20	20
*Physical Therapy Assistant			
Respiratory Therapist	600	730	870
*Surgical Technician			

*Data available in 1982

INSTRUCTIONAL EMPHASIS AREAS

INSTRUCTIONAL EMPHASIS AREAS

Listed below are the program goals around which chapters are organized:

Students will be able to apply concepts of such health-related subjects as science, math and communications skills.

Students will be able to function as members of a health care team.

Students will be able to apply human relations and communications skills when working with patients, health care team members, health facility administrators, and the general public.

Students will be able to perform personal and supportive health care tasks for patients of all ages.

Students will know various occupational options in the health care field, and what is required for entry-level employment or further training.

Students will know what constitutes professional and ethical behavior for a health care worker.

Students will know medical terminology and common abbreviations used in the health care field.

Students will know the importance of cleanliness and how it applies to all aspects of health care.

Students will be able to apply the knowledge and skills common to most health care services.

These goals are suggested goals for health occupations adapted from the *Elementary-Secondary Guide, Part II*,* and are designed to provide the student learning opportunities to develop skills and knowledge in the key areas of health occupations.

In each of the emphasis areas which follow, suggested course goals and learning activities are designed to assist instructors in developing health occupations programs.

**Elementary-Secondary Guide for Oregon Schools, Part II: Suggestions* (Salem: Oregon Department of Education, 1977), p 95

COURSE GOALS

Students will:

be able to identify, compare, and contrast the body as a whole as it relates to the cell and its parts.

be able to describe the structure and combined action of bones and muscles to achieve range of motion.

be able to identify components of body covering.

be able to identify the systems affecting body metabolism.

be able to identify the systems affecting communication and coordination.

COURSE GOAL

Students will be able to identify, compare, and contrast the body as a whole as it relates to the cell and its parts.

ACTIVITIES

View a film about the structure of the body, followed by a physical demonstration of the interrelationship of body parts using a skeletal model and charts. Ask students to report on how they as individuals are structured.

In a laboratory demonstration, dissect an animal in order to compare its body structure with that of the human body.

Have students illustrate cell organization in simple diagrams.

Ask each student to begin a glossary of terms for the course.

COURSE GOAL

Students will be able to describe the structure and combined action of bones and muscles to achieve range of motion.

ACTIVITIES

View a film about the musculoskeletal system.

Using models, ask students to demonstrate body alignment and the effects of walking, carrying, lifting, and working.

Visit a physical therapy department to observe range of motion exercises.

Ask students to analyze their own body postures in terms of criteria for good body alignment. Ask students to observe each other in motion and describe the workings of musculoskeletal system in light of individual health and safety.

Study musculoskeletal malfunction.

Have students add new terms to their glossaries.

COURSE GOAL

Students will be able to identify components of body covering.

ACTIVITIES

Invite a dermatologist to class to discuss skin care. Then, have students assess their own cleanliness routines and what effects cleanliness has on the skin and accessory organs.

Using microscopes, view skin samples. Experiment with hot and cold sensations to demonstrate how the skin acts as a protective agent.

Ask students to write essays on how maintaining the skin helps to ensure personal safety.

Include new terms in glossaries.

COURSE GOAL

Students will be able to identify the systems affecting body metabolism.

ACTIVITIES

Show films on the circulatory, endocrine, respiratory and reproductive systems. Then ask students to:

- examine a sample of blood under a microscope; prepare a slide for study of white blood cells; trace the flow of blood throughout the entire circulatory system.
- obtain information on measuring pulse and blood pressure reading and practice taking readings as a class.
- study the regulation of body temperature by taking and recording temperature on a daily basis for a period of five days.
- arrange to visit a respiratory therapy department and observe equipment designed to facilitate breathing.
- view chest X-rays, pointing out normal structures.
- maintain individual records of food eaten over a period of two days, and calculate the intake of carbohydrates, fats and proteins.
- use a model of the kidney and the urinary tract, trace the excretion of liquid wastes from the body.
- perform various tests to measure sugar and acetone content in urine.
- arrange for a special interdisciplinary panel to discuss reproduction with the class.
- develop special diets according to age group and conditions.

COURSE GOAL

Students will be able to identify the systems affecting communication and coordination.

ACTIVITIES

Ask students to prepare individual or group projects to illustrate how the nervous system relays messages throughout the body.

Visit speech and hearing clinics locally to observe testing with audiometers and tonometers. Visit schools for the blind and the deaf.

Have students view a film about the sensory organs, and as a class study models and discuss the interrelationships of various sensory reactions.

Ask student volunteers to simulate the loss of one sense for a day and report their experiences to the class.

Include new terms in glossaries.

MICROBES AND DISEASE

COURSE GOALS

Students will:

be able to manipulate a microscope and prepare materials for study.

be able to define microbiology and microbes.

be able to describe infectious disease.

be able to describe conditions favorable to growth of microbes.

know how to prevent the spread of infection.

be able to maintain cleanliness in work areas.

be able to collect specimens for laboratory culture and study.

be able to describe immunity as a protective condition against disease.

COURSE GOAL

Students will be able to manipulate a microscope and prepare materials for study.

ACTIVITIES

As a class, prepare culture media and pour onto a plate. Streak the plate and incubate. After 48 hours incubation, prepare culture plates following specific steps. Point out bacterial growth on the plates.

Ask students to examine various objects with the microscope to become familiar with this instrument.

Have students interview lab technicians and report back to class on the types of work various technicians perform.

Visit a medical laboratory, noting how microbes are stored and prepared for study.

Include new terms in glossaries.

COURSE GOAL

Students will be able to define microbiology and microbes.

ACTIVITIES

Ask students to peruse newspapers and current magazines for articles about microbiology and the prevention of infectious disease.

View films and filmstrips about microbes. On the board, classify microbes according to type and discuss the influence of each on health and disease.

COURSE GOAL

Students will be able to describe infectious disease.

ACTIVITIES

Have students in small groups prepare reports on infections for class presentation.

Demonstrate the healing process using visual aids.

Invite health department personnel to class to discuss preventing the spread of disease in the community. Follow the presentation with student questions.

Review copies of the State Board of Health's report on communicable disease, and discuss the prevalence of disease in the local community.

COURSE GOAL

Students will be able to describe conditions favorable to growth of microbes.

ACTIVITIES

Ask students to conduct experiments with the growth of microbes; collect and treat such sample materials as raisins in water or moist bread in a dark place. Examine samples under the microscope.

As a class, complete a "germ" chart describing characteristics and conditions which favor or retard the growth of germs.

Include new terms in glossaries.

COURSE GOAL

Students will know how to prevent the spread of infection.

ACTIVITIES

Have students conduct experiments using hot air oven, water sterilization, autoclave, and refrigeration techniques to demonstrate what effect each has on microbes.

Ask students to survey antimicrobial methods used by community health agencies by reviewing available literature, and by contacting various laboratories and health departments.

As a class, visit a local hospital's central supply department to observe methods used to prevent the spread of infection.

COURSE GOAL

Students will be able to maintain cleanliness in work areas.

ACTIVITIES

Demonstrate a hand washing technique for the class and follow the demonstration with student practice.

Develop a checklist guide for maintaining medical asepsis.

Display supplies used to safely remove contaminated articles from a patient's room.

Develop an environmental sanitation checklist. Use the checklist to critique a hypothetical home or business setting, and discuss as a class.

Invite a public health officer to class to discuss sanitation standards in the community.

Demonstrate preparing instruments, materials and packs for sterilization in an autoclave. Demonstrate the handling and opening of packs in such a manner as to ensure sterile surface fields when the packs are open.

Describe how sanitation may be achieved in work areas such as water and food supply, food storage, dish washing and maintaining general cleanliness of surroundings.

COURSE GOAL

Students will be able to collect specimens for laboratory culture and study.

ACTIVITIES

Discuss the purpose and importance of collecting and handling specimens, emphasizing cleanliness and accuracy. Have students prepare and label specimen bottles, collect specimens, and record and prepare specimens either for direct delivery to the laboratory, or for mailing.

Include new terms in glossaries.

COURSE GOAL

Students will be able to describe immunity as a protective condition against disease.

ACTIVITIES

Have students make charts of communicable diseases for which immunity may be obtained. Have each student obtain an immunization record card from the county health department and fill it out. Visit an immunization clinic and discuss as a class.

Complete glossaries of terms for the course.

COURSE GOALS

Students will:

know how to contribute to harmonious employer-employee relations.

know what constitutes ethical behavior in the performance of organizational activities.

be able to contrast the outcomes of harmonious employer-employee relations with less harmonious practices.

be able to describe organizational units for a number of health care facilities.

know how to trace and make necessary communications through proper channels in a health care facility.

know how professional and support personnel coordinate activities in a team effort in providing health care.

be able to describe ethical practices for health care personnel.

be able to describe legal factors which affect health team functions.

know how to provide assistance toward achieving goals in health care.

COURSE GOAL

Students will know how to contribute to harmonious employer-employee relations.

ACTIVITIES

As a class, review the qualifications needed for employment in the health occupations field.

Ask students to bring illustrations to class of various health personnel in dress or uniform. Critique the illustrations and establish a set of criteria for proper dress and grooming on the job.

Read passages from literature which describe working conditions prior to enactment of laws and regulations to protect the worker. Invite a guest speaker to class to discuss laws and regulations related to employment.

Invite a personnel officer from a local health facility to class to discuss fringe benefits, policies and staff development.

COURSE GOAL

Students will know what constitutes ethical behavior in the performance of organizational activities.

ACTIVITIES

Have students obtain sample staff rating sheets from hospitals and nursing homes and discuss the criteria involved in rating employees.

As a class, discuss independent employee organizations as opposed to alliance with labor unions.

Discuss what an employee can do when in a disagreement with an employer, or with the administration generally.

COURSE GOAL

Students will be able to contrast the outcomes of harmonious employer-employee relations with less harmonious practices.

ACTIVITIES

Discuss the need for harmonious relationships on the job. View a film on relationships on the job, and then discuss the film in small groups.

COURSE GOAL

Students will be able to describe organizational units for a number of health care facilities.

ACTIVITIES

Ask student teams to visit local health care units in nursing homes, hospitals, health agency and dental laboratories to observe and collect information about the types of health care provided by each.

Review and discuss various types of organizational structures for health care facilities. Explain interrelationships among various units in each; eg, housekeeping responsibilities with regard to the dietary unit.

COURSE GOAL

Students will know how to trace and make necessary communications through proper channels in a health care facility.

ACTIVITIES

As a class, discuss how levels of authority are determined for various types of health care organizations; discuss communications channels between the levels.

Have students practice answering the telephone, properly identifying themselves, their location, and communicating messages in a clear, succinct manner. Ask a telephone company representative to class to discuss proper telephone technique.

COURSE GOAL

Students will know how professional and support personnel coordinate activities in a team effort in providing health care.

ACTIVITIES

Review the basic steps involved in problem-solving.

Ask students to work individually and in teams to solve a number of hypothetical problems for health care facilities; compare results and

explain the advantages and disadvantages of the two approaches.

As a class, review and discuss personnel responsibilities for a number of types of health care teams. Invite health team personnel to class to discuss their responsibilities as team members.

COURSE GOAL

Students will be able to describe ethical practices for health care personnel.

ACTIVITIES

As a class, discuss professional ethical behavior, especially for health care personnel.

Organize students into three teams, and ask them to develop guidelines for ethical practices for dental, medical and nursing support personnel; discuss the guidelines as a class.

COURSE GOAL

Students will be able to describe legal factors which affect health team functions.

ACTIVITIES

Have students examine a number of types of health records, noting such items as date, signature, etc. Why is it important that certain records be signed?

As a class, review and discuss nursing, dental and medical practices acts. Invite a lawyer to class to discuss legal aspects involved in the acts.

Discuss the "Patient's Bill of Rights."

COURSE GOAL

Students will know how to provide assistance toward achieving goals in health care.

ACTIVITIES

Ask students to work in teams to achieve a number of types of goals. Ask two students to act as observers and record how each team achieved its goals. Discuss as a class. Describe potential barriers which could arise in achieving team goals; ie, taking sides, level of participation.

PATIENT RELATIONS

COURSE GOALS

Students will:

be able to define communication.

be able to analyze a number of different types of communication used in the field of health care.

be able to communicate a helping attitude when assisting patients with health-related activities.

be able to define behavior.

be able to describe the characteristics of behavior.

be able to describe factors which influence behavior.

know how to assist with the management of common behavioral problems.

be able to describe the professional ethics involved in patient care.

be able to practice good public relations.

COURSE GOAL

Students will be able to define communication.

ACTIVITIES

Over a period of a week, establish an informal setting in which students can communicate with each other for fifteen minutes or more. As a class, describe the ways through which various messages were communicated. Are some types of communication more effective than others? Do certain messages require that we communicate in certain ways?

As a class, make use of a testing instrument such as "Can You Follow Directions?" and analyze how long it takes for messages to be transmitted, and responded to.

Ask each student to prepare a study on communication, especially receiving information from another person, giving information and giving simple verbal directions.

Ask each student to begin a glossary of terms for the course.

COURSE GOAL

Students will be able to analyze a number of different types of communication used in the field of health care.

ACTIVITIES

Have students invite an individual who is blind or deaf to class to discuss communication. Does this person feel handicapped? Is communication really hampered by the handicap?

As a class, listen to recordings of individuals who experience difficulty in communicating. Ask a speech pathologist or speech therapist to describe what can be done for these individuals, including those who are aphasic.

In small groups, have students explore various aspects of nonverbal communication.

Discuss several hypothetical interview situations and then develop specific types of questions according to the type of information sought. Demonstrate how various types of information might be obtained from a patient in a health care situation.

Discuss sending and receiving messages, face-to-face, by telephone, or through written communication. Describe and have students write and number memos, emphasizing how to state direction clearly.

COURSE GOAL

Students will be able to communicate a helping attitude when assisting patients with health-related activities.

ACTIVITIES

Ask nursing home personnel to class to describe communication techniques with patients. If possible, visit a nursing home to observe techniques in practice. How do patients feel about being assisted. How do personnel help patients maintain self-respect?

COURSE GOAL

Students will be able to define behavior.

ACTIVITIES

Invite a clinical psychologist to class to discuss behavior. Divide the class into small groups to identify and discuss how needs are expressed in behavior.

COURSE GOAL

Students will be able to describe the characteristics of behavior.

ACTIVITIES

Ask students to keep track of their own behavior for a week and record observations. Are there any patterns? Can we always analyze our own behavior? Why is it important that care be taken not to analyze our own or others' behavior too quickly?

COURSE GOAL

Students will be able to describe factors which influence behavior.

ACTIVITIES

As a class, discuss a number of neutral, friendly topics of conversation

which health care personnel might draw upon when communicating with patients. Utilize the topics as a basis for discussions in class. Why might the topic depend on the patient's age? Are there topics which apply to all age groups?

Invite a psychologist, psychiatrist or social worker to class to discuss the influence of physical and mental health on behavior.

Visit kindergarten or first grade classes to observe the various types of behavior displayed by this age group. Share observations as a class.

COURSE GOAL

Students will know how to assist with the management of common behavioral problems.

ACTIVITIES

Discuss various types of behavior which might be displayed in the course of a lifetime. What are some basic techniques for handling behavior according to age group? How can an individual adapt to or modify personal behavior and the behavior of others?

COURSE GOAL

Students will be able to describe the professional ethics involved in patient care.

ACTIVITIES

Discuss with students the idea of individual human rights and how these rights apply to health care. Discuss the impact of an extreme health care situation on a patient's family and friends, and how health care personnel can assist in such situations. How might personnel become the target of stress on the part of patients and others? Are there any basic rules for handling such stress?

COURSE GOAL

Students will be able to practice good public relations.

ACTIVITIES

In simulated situations, have students practice how they would in-

troduce themselves to patients, nurses, dentists, physicians and others. Discuss alternative approaches for making introductions in awkward situations.

Show a film about public relations and discuss as a class.

39

COURSE GOALS

Students will:

be able to transport patients and assist with ambulation.

be able to provide for a safe and clean patient environment and work area.

be able to check and adjust environmental factors.

be able to care for plants and flowers.

be able to provide for patient comfort and hygienic care.

be able to record measurement of fluid intake.

be able to provide for the sanitary elimination of body waste, and record observations and measurement of output.

be able to attend to patient oral hygiene needs.

be able to attend to patient comfort and skin care.

be able to give a patient a bed bath.

be able to assist with select health care equipment.

be able to describe basic principles of nutrition.

be able to identify practices for the safe handling of food.

be able to describe diets for various health conditions.

be able to feed patients.

know how to facilitate communication and recordkeeping in a health care facility.

be able to observe, measure and record various vital signs and body functions of the patient.

be able to collect information about a patient's height, weight, and vision.

be able to assist with routine patient oral dental and physical examinations.

know how to collect urine, blood and other specimens from patients.

be able to conduct basic tests on urine samples.

COURSE GOAL

Students will be able to transport patients and assist with ambulation.

ACTIVITIES

Review body mechanics and good posture with students by utilizing films, charts and models. Demonstrate correct body mechanics for lifting and moving objects and patients. Have students practice: lifting and moving patients in bed; transferring patients from bed to chair; assisting patients to walk.

COURSE GOAL

Students will be able to provide for a safe and clean patient environment and work area.

ACTIVITIES

Ask students to make unoccupied beds; set up units for patient admittance; practice manipulating side rails.

Have students view a film about medical asepsis that depicts the steps involved in cleaning and sanitizing a household, as well as health care patient and work units. Review and list on the board various conditions which promote safety and sanitation in a health care facility. Invite equipment company representatives to class to demonstrate various types of cleaning equipment which may be used in a hospital setting.

Have students clean and arrange supply storage cupboards in the lab, as well as perform other cleaning chores. Summarize general cleaning procedures for the lab, as well as special techniques for cleaning individual items. How might techniques employed in the lab and those utilized in a hospital setting compare?

COURSE GOAL

Students will be able to check and adjust environmental factors.

ACTIVITIES

Discuss the relationship of environment to patient care. View a film or filmstrip on adjusting environmental factors, and then ask students to

set up a patient unit in the lab, arranging furniture for comfort, convenience and safety.

COURSE GOAL

Students will be able to care for plants and flowers.

ACTIVITIES

Invite a florist or hospital volunteer to class to discuss the care of plants and flowers, and to demonstrate some basic principles of flower arrangement.

Have students care for plants and flowers in the classroom. Have students construct several flower arrangements for delivery to individual patients or for recreation or waiting room display in nursing homes or hospitals locally. Have students assist patients in arranging dry flower bouquets as a therapeutic activity.

COURSE GOAL

Students will be able to provide for patient comfort and hygienic care.

ACTIVITIES

Have students practice correct handwashing techniques.

Have students practice preparing patient for care, and making patients comfortable for sleep.

Have students practice recording patient activity on sample medical record cards.

COURSE GOAL

Students will be able to record measurement of fluid intake.

ACTIVITIES

Have students practice serving fresh drinking water and liquid nour-

ishments in a simulated setting. Show students how to record liquid and nourishment intake, including special dietary considerations on a patient's record card.

Have students practice measuring amounts of liquid in cups, glasses and bowls.

Show students how to set up a unit which accommodates the fasting patient.

Ask student to keep records of their own liquid and nourishment intake for a 24 hour period.

COURSE GOAL

Students will be able to provide for the sanitary elimination of body waste, and record observations and measurement of output.

ACTIVITIES

Have students practice offering bedpans to patients and assisting patients with elimination needs. Have them record elimination on patient record cards. Have students rinse, scrub and disinfect equipment used in elimination procedures, properly disposing of waste and covering and returning equipment to patient units.

COURSE GOAL

Students will be able to attend to patient oral hygiene needs.

ACTIVITIES

Ask a dentist or oral hygienist to class to demonstrate correct brushing techniques, and how to assist others with oral hygiene needs. Discuss what adaptations would be necessary for a patient who is immobile or very ill.

Demonstrate for students how to wash dentures, holding the dentures over a protective material; place dentures in a clean covered denture cup.

Have student practice assisting one another with oral hygiene needs.

COURSE GOAL

Students will be able to attend to patient comfort and skin care.

ACTIVITIES

Have students view a film or filmstrip on bedmaking, and discuss how health care personnel utilize their own body mechanics to make beds. Have students practice and demonstrate bedmaking techniques.

As a class, develop a checklist for providing for patients' comfort and skin care needs.

Have students practice helping a patient change position while in bed; have students change bed linens with a patient in the bed.

COURSE GOAL

Student will be able to give a patient a bed bath.

ACTIVITIES

Demonstrate patient bathing techniques to the class, followed by student practice.

Invite a physical therapist to class to discuss proper body positioning and to demonstrate the use of supportive devices, such as pillows, footboards, and sandbags.

Demonstrate and have students practice manicure and pedicure techniques for patients. Demonstrate and have students practice shaving techniques for male patients.

Ask students to work in small groups to develop checklists for providing comfort to patients.

COURSE GOAL

Students will be able to assist with select health care equipment.

ACTIVITIES

Invite a representative from an eye, ear, nose, and throat clinic to class to demonstrate and discuss proper care for patients with hearing aids.

Demonstrate the use of side rails and safety belts; have the class practice the various techniques.

COURSE GOAL

Students will be able to describe basic principles of nutrition.

ACTIVITIES

In groups, have students survey each other regarding "food fallacies." Are there ways to recognize or investigate the accuracy of food labeling information?

Using a flannel board and flannel food models, have students plan meals which include the four basic food groups. Ask each student to plan three meals which include the four basic food groups.

Invite a dairy council representative to class to discuss the role of milk and dairy products in a balanced diet. Does the body's need for milk and dairy products change with age?

COURSE GOAL

Students will be able to identify practices for the safe handling of food.

ACTIVITIES

Arrange for students to visit a dietary department in a health care facility.

Invite a dietician to class to discuss and demonstrate the preparation of meals for patients, including sanitary methods for preparation, service and cleanup.

Obtain regulations for food handling from the local health department and discuss as a class.

COURSE GOAL

Students will be able to describe diets for various health conditions.

ACTIVITIES

Have students in small groups research the types of food and cooking techniques used in developing diets for specific patient needs.

Ask each student to prepare a meal at home that is low in salt. Discuss as a class. Ask a dietician to class to discuss various special needs diets.

COURSE GOAL

Students will be able to feed patients.

ACTIVITIES

Have students clip pictures from magazines of attractive tray services. As a class, view a film on feeding the patient. Afterwards, discuss how to achieve patient cooperation when feeding.

Invite an occupational therapist to class to demonstrate the use of modified utensils, as well as how to construct simple aids to feed patients with special eating problems. Have students visit a nursing home at mealtime to assist personnel with feeding patients.

COURSE GOAL

Students will know how to facilitate communication and recordkeeping in a health care facility.

ACTIVITIES

As a class, view a filmstrip on admission, transfer, and discharge of patients.

Invite a medical internist to class to discuss the importance of personal information and history in the case of patients. Simulate situations where students practice obtaining personal information as required for medical records. Simulate various situations involving messenger and telephone services and the care of patients. Demonstrate and have students practice admitting and discharging patients.

COURSE GOAL

Students will be able to observe, measure and record various vital signs and body functions of the patient.

ACTIVITIES

As a class, view a film on vital signs and discuss as a class. Demonstrate for the class how to observe and record a patient's vital signs. Have students practice observing and recording vital signs; have students return instruments and equipment used in procedure at the conclusion of practice. Demonstrate for students how to clean and store equipment properly.

COURSE GOAL

Students will be able to collect information about a patient's height, weight, and vision.

ACTIVITIES

Have students practice weighing each other on scales; practice measuring height. Demonstrate for students how to use an eye chart; have students practice using the chart by determining one another's visual acuity levels. As a class, discuss factors which may influence accuracy when taking measurements or conducting gross screening tests.

COURSE GOAL

Students will be able to assist with routine patient oral dental and physical examinations.

ACTIVITIES

Explain for students the steps involved in a typical physical or dental examination. Review typical dental and physical examination forms, especially that information for which an assistant would be responsible for gathering.

Have students arrange a display of dental and physical examination equipment, identifying the various types of equipment by name and use. Simulate the responsibilities of an assistant in an examination situation, especially in the areas of preparing the patient for the

examination and standing by to observe, assist, and record information.

COURSE GOAL

Students will know how to collect urine, blood and other specimens from patients.

ACTIVITIES

As a class, view a filmstrip on the collection of specimens. Have students: practice labeling specimen containers accurately; dispose of specimens properly; and record descriptions of specimens on patient's records.

COURSE GOAL

Students will be able to conduct basic tests on urine samples.

ACTIVITIES

Demonstrate and have students practice testing urine for sugar, acetone, and specific gravity, as well as proper technique for cleaning equipment.

COURSE GOALS

Students will:

know how to apply heat and cold in selected treatments.

be able to assist patients with bodily elimination procedures.

be able to apply binders and bandages.

be able to identify conditions requiring emergency care.

know how to assist in controlling hemorrhage and shock.

be able to apply cardiopulmonary resuscitation.

be able to use emergency care equipment.

be able to assist in the quick removal of patients in emergency situations.

be able to contribute to the care of mothers, in both pre- and postnatal conditions.

be able to assist with the emergency care of mother and infant.

be able to assist with the care of infants and children.

be able to assist with the hygienic care and personal grooming of infants and children.

be able to assist with the care of children who are sick.

be able to maintain and order medical supplies and equipment.

be able to define rehabilitation.

know how to contribute to the rehabilitation of patients.

be able to assist in the use of selected therapeutic devices.

be able to define and describe the process of aging.

be able to contribute to the care of elderly patients.

COURSE GOAL

Students will know how to apply heat and cold in selected treatments.

ACTIVITIES

As a class, develop a checklist for the effective and safe application of heat and cold in the treatment of patients. Working in pairs, have students practice hot and cold applications, with one student acting as evaluator. Ask students to practice applying ice collars to each other; practice applying cold wet compresses.

Have students use thermometers to test the heat of water in hot water bottles.

Have students record their observations of hot and cold treatments in patient record cards.

COURSE GOAL

Students will be able to assist patients with bodily elimination procedures.

ACTIVITIES

Show the class various types of enema equipment, both standard and disposable. Demonstrate how the equipment is prepared; the most comfortable and effective position for the patient; how to clean, sterilize, and store equipment; how to record the results of the procedure on the patient's record card.

COURSE GOAL

Students will be able to apply binders and bandages.

ACTIVITIES

Identify different types of bandages and the purpose and use of each. Then, have students apply various types of bandages.

COURSE GOAL

Students will be able to identify conditions requiring emergency care.

ACTIVITIES

Describe a number of accident situations and ask students which types of accidents might require emergency action. Then list on the board conditions requiring emergency care and rank them in terms of priority. As a follow-up, invite a representative from American Red Cross to class to discuss first aid and disaster planning procedures.

COURSE GOAL

Students will know how to assist in controlling hemorrhage and shock.

ACTIVITIES

Show and then on charts of the human body have students fill in key pressure points for the control of bleeding. Demonstrate and have students practice applying pressure at key points as well as applying preventive care against shock.

COURSE GOAL

Students will be able to apply cardiopulmonary resuscitation.

ACTIVITIES

Invite personnel from Oregon Heart Association to class to demonstrate and teach students how to apply cardiopulmonary resuscitation techniques; practice CPR techniques on a Resusci-Anni model. With Association approval, have students demonstrate CPR to other students.

COURSE GOAL

Students will be able to use emergency care equipment.

ACTIVITIES

Show students a film on how to telephone the fire department and other emergency agencies; ask each student to make a list of emergency telephone numbers.

In small groups, have students visit hospital emergency units and local industry first aid facilities and ask personnel to explain and demonstrate first aid equipment; visit police and fire departments and ask personnel to explain and demonstrate equipment used for emergencies. Ask fire department personnel to demonstrate the use of various types of fire extinguishers and explain which extinguishers are best suited for specific types of fires. Have student practice extinguishing different types of fires.

COURSE GOAL

Students will be able to assist in the quick removal of patients in emergency situations.

ACTIVITIES

Invite emergency medical or fire department personnel to class and ask them to demonstrate various methods for moving a patient using portable as well as improvised equipment. As a follow-up, show students a film about moving and the evacuation of patients in emergency situations.

Demonstrate and have students practice the "two man carry" procedure utilized by fire department personnel.

Conduct simulated drills for fire and other emergencies.

COURSE GOAL

Students will be able to contribute to the care of mothers, in both pre- and postnatal conditions.

ACTIVITIES

Show students a film about the process of childbirth and then discuss

as a class.

In small groups, have students visit prenatal classes and then report on what such classes involve, as well as the benefits or drawbacks of such classes for the parent to be. Ask each student to report on one topic related to pre- or postnatal care.

COURSE GOAL

Students will be able to assist with the emergency care of mother and infant.

ACTIVITIES

Show students a filmstrip on emergency childbirth procedures and discuss as a class. List on the board steps to assist the mother and protect the child during delivery and until help can be summoned. Invite Red Cross personnel to class to discuss first aid procedures during childbirth.

COURSE GOAL

Students will be able to assist with the care of infants and children.

ACTIVITIES

Show students filmstrips on infant care.

Show and have students plan menus for an infant, as well as a menu for a preschool child.

If possible, have students practice handling an infant, including how to hold, carry, feed, bathe, change, dress, and take an infant's temperature.

Have students in small groups visit a nursery locally and assist personnel with the care of children. Ask student volunteers to assist with the feeding of infant children at a local hospital.

COURSE GOAL

Students will be able to assist with the hygienic care and personal grooming of infants and children.

ACTIVITIES

Ask each student to plan a daily schedule for each of the following age groups: six months, one, three and five years of age; compare and discuss plans as a class.

Have student research toys which are considered safe for children.

Show films to the class about the growth and development of children.

COURSE GOAL

Students will be able to assist with the care of children who are sick.

ACTIVITIES

Ask student volunteers to report on their own childhood illnesses, including the aseptic techniques used to control the spread of infection, and the care provided.

As a class, prepare a chart of common childhood illnesses, including incubation periods, typical symptoms, and how each is transmitted. Prepare a list of childhood illness symptoms which a parent should be able to recognize before calling a doctor.

Show a film to the class on what effects hospitalization may have on a child. Invite a play therapist to class to discuss the therapist's function in the hospital setting.

COURSE GOAL

Students will be able to maintain and order medical supplies and equipment.

ACTIVITIES

Show a film on sanitation and sterilization techniques. Demonstrate and have students practice washing various types of equipment; show

students how to check equipment to make sure that it is in proper working order.

Ask students to review sterilization procedure checklists which they prepared earlier for microbes and disease. Have students practice sterilization procedures for various types of equipment utilizing the autoclave.

In small groups, visit a hospital central supply department to observe procedures for the sterilization of equipment.

Have students construct a mock up of a storage cupboard; have students label and date equipment. Establish an inventory card for supplies used in the practice lab area; compile a list of equipment used in the practice lab, including the price of each.

Show students sample requisition forms used by hospitals to order supplies; have students practice filling out forms.

COURSE GOAL

Students will be able to define rehabilitation.

ACTIVITIES

Have students in small groups visit a rehabilitation center and ask center personnel to describe approaches and techniques used. Invite a therapist to class to discuss the purposes of rehabilitation, and the premises upon which rehabilitation is built. Show a film to the class depicting a rehabilitation team in action.

As a class, develop a notebook of physical, occupational and recreational therapy activities. Describe and demonstrate equipment designed to assist the patient with adaptation.

COURSE GOAL

Students will know how to contribute to the rehabilitation of patients.

ACTIVITIES

In teams, ask students to research and report on factors which should be considered when selecting rehabilitation activities: patients confined to bed, patients who are deaf or blind, aphasic patients, the orthopedically handicapped.

COURSE GOAL

Students will be able to assist in the use of selected therapeutic devices.

ACTIVITIES

In small groups, have students research therapeutic devices and develop instruction guides on their use. Then, show and have students practice application and cleaning procedures. If possible, invite individuals who utilize therapeutic devices to class to explain and demonstrate how these devices are used.

COURSE GOAL

Students will be able to define and describe the process of aging.

ACTIVITIES

In small groups, have students visit nursing homes; ask hon ad-ministrators to explain the purpose of the facility, the services provided, and the type of care available to patients. Visit facilities and attend activities designed for senior citizens.

COURSE GOAL

Students will be able to contribute to the care of elderly patients.

ACTIVITIES

Have students research and report on crafts and activities which can be adapted as relaxation activities for patients. Ask student volunteers to help nursing home personnel provide personal care, serve meals, feed patients, assist with writing letters, and provide diversionary activities for patients. Ask student volunteers to assist with the "Meals on Wheels" project for one day.

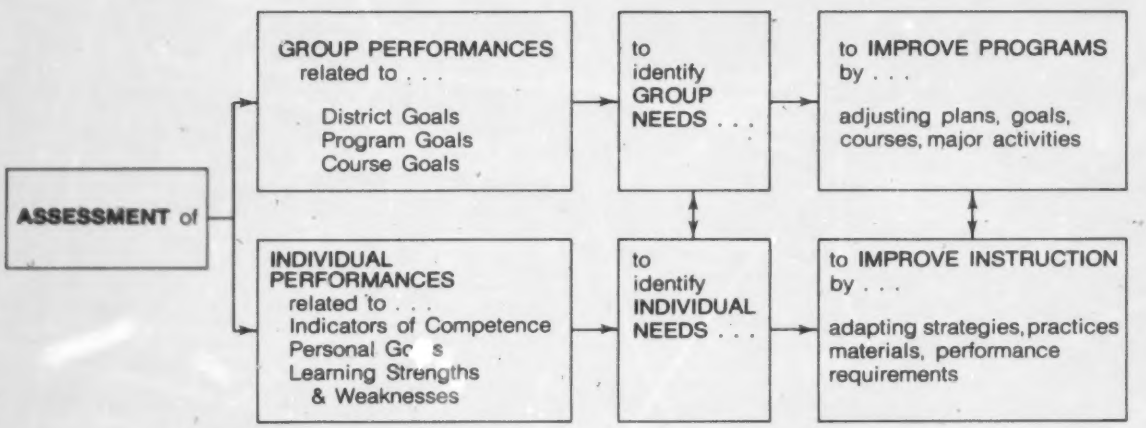
ASSESSMENT

ASSESSMENT*

Assessment is essential to sound instructional planning. Once instructional plans are implemented, the teacher needs to determine whether students are attaining desired outcomes, and whether instruction in health occupations is helping them to reach those outcomes.

Assessment activities involve both group and individual approaches. Measurement of group performance helps determine the course of study; measurement of individual student performance helps teachers plan teaching strategies. The interrelationship is shown below.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES


ASSESSMENT of
GROUP PERFORMANCES related to . . .
District Goals
Program Goals
Course Goals
to identify GROUP NEEDS . . .
to IMPROVE PROGRAMS by . . .
adjusting plans, goals, courses, major activities
INDIVIDUAL PERFORMANCES related to . . .
Indicators of Competence
Personal Goals
Learning Strengths & Weaknesses
to identify INDIVIDUAL NEEDS . . .
to IMPROVE INSTRUCTION by . . .
adapting strategies, practices materials, performance requirements

*The *Elementary-Secondary Guide for Oregon Schools, 1980: Standards for Public Schools* (Salem: Oregon Department of Education, 1980) describes what is required of schools in the area of assessment. In addition, *Standards Guidelines: Goal-Based Planning* (under development) will provide suggestions for schools toward fulfilling state requirements.

Under Goal-Based Planning, page 3 of this guide, goals were described as learning outcomes. Assessment should determine:

> The extent to which students are attaining the outcomes the community and its schools have designated (district goal).
>
> The extent to which students are attaining the outcomes teachers and curriculum planners have designated for the curriculum (program goal).
>
> The extent to which students are attaining the outcomes teachers have designated for a course, such as Health Care Skills I (course goal).

Furthermore, assessment of personal goals helps determine the extent to which the student is attaining those outcomes designated as of greatest personal importance, need, or interest. Identification of learning strengths and weaknesses in a student's performance helps determine factors which enhance or inhibit attainment of desired outcomes.

Before assessment activities are conducted, clear statements are needed describing student performance which can be accepted. Such statements guide assessment activities toward producing information that is useful in making curriculum decisions.

APPENDIX

A Equipment and Supplies

B Resources

C Advisory Committee

D Opportunities in Health Occupations

E Health Occupations Students of America

F Clinical Experience Checklist

G Occupational Analysis Data

APPENDIX A

EQUIPMENT AND SUPPLIES

Classroom, Laboratory Equipment

Unit (equipment for one patient unit)

- *1 all electric bed with side rails
- *1 mattress
- 1 overbed table
- 1 bedside cabinet
- 1 bedside chair
- 1 bedpan
- 1 urinal
- 1 washbasin
- 1 soap dish with drain tray
- 1 emesis basin
- 1 bedside pitcher with cup, polypropylene
- 3 mobile 3-panel screens

Additional

- *1 wheelchair
- *1 stretcher
- 1 standard instrument stand
- 1 hamper stand, portable
- 1 file cabinet, 4 drawer with lock
- 1 sponge bowl, polypropylene
- 2 covered instrument trays
- 1 step-on garbage can
- 1 foot stool
- 1 eye chart, Snellen
- 1 treatment cabinet
- 1 set tubing and stethoscope parts for teaching unit
- 4 stethoscopes
- 1 scale
- 1 aneroid sphygmomanometer
- 1 Urinometer
- 1 Dial-a-Therm, Sr (11 thermometer holder)
- 1 chart rack on portable stand
- 1 supply table, portable
- 1 hot plate, thermostatically controlled
- *1 autoclave
- *1 pair crutches
- *2 adjustable canes, aluminum
- *1 examination table
- 2 graduated measurers, 500 cc
- 2 graduated measurers, 1000 cc

Audiovisual Equipment

- 1 16mm projector
- 1 screen
- 1 overhead projector
- 1 Duhane "Micromatic" filmstrip projector (or filmstrip projector and record player)
- 1 sound movie projector
- 1 slide and filmstrip projector
- 1 microscope slide projector

Science Lab Equipment

- 1 hot air sterilizer
- 1 incubator

Supplies and Expendable Items

- 2 hand scrub brushes
- 1 linen pocket tape
- 1 hot water bottle
- 1 ice cap

Instruments

- 2 utility forceps
- 4 Lister bandage scissors
- 1 splinter forceps
- 1 tissue forceps
- 2 Halstead Mosquito forceps, straight
- 2 Halstead Mosquito forceps, curved
- 1 operating scissors
- 1 Mayo Hegar needle holder

---

*Consider rentals when available.

1 cone socket mouth mirror and handle
1 explorer, No 6
1 explorer, No 23
1 improved college plier
2 dental examination pads
1 handle, Bard Parker scalpel, No 3
1 handle, Bard Parker scalpel, No 4
1 handle, Bard Parker scalpel, No 7
1 dozen blades, Bard Parker, assorted sizes for handles No 3, 4 and 7
4 sponge holding forceps
1 flashlight, 2 cell

Glassware

2 dozen oral clinical thermometers
4 rectal thermometers
2 dozen medicine glasses
1 thermometer jar, glass
2 dozen medicine droppers
2 sets glass supply jars
1 minim glass
1 dozen urine specimen bottles

Rubber Goods

2 dozen gloves, disposable latex
1 tourniquet, adult
1 tourniquet, child
4 assorted catheters
1 Foley catheter

Cloth Goods (linen for one patient unit)

1 gown
1 pillow
2 institutional blankets
1 mattress pad
3 bed sheets
1 bedspread
1 face towel
1 sheet blanket
1 plastic draw sheet
1 bath towel

Additional Items

1 dozen treatment towels
1 dozen face towels (huck)
4 hamper bags
caps, gowns, masks, wrappers
1 layette
4 surgical drapes
assorted binders
flannel

Paper Goods

1 pkg 100 disposable drape sheets
2 rolls examination table paper
1 case paper kerchiefs (small, 100 economy size)
1 dozen lens paper
1000 Lilly-tulip paper cups (dental)
1 metal dispenser for paper cups
1 roll 3M autoclave tape
1 box disposable washcloths (500)
chart materials (seek sample forms from local health facilities—adopt for teaching purposes)
1 roll autoclave wrapping paper

Plastic Goods

1 pkg (100) examination gloves
1 dozen plastic finger guards, assorted sizes
1 pkg (100) plastic medicine glasses
1 dozen plastic serving trays
3 plastic pillowcases with zipper closure
tubing
1 polyethylene wash bottle, 4 oz
1 box (100) waste (or garbage) can liners

Dressing Supplies

1 roll non sterile cotton, 16 oz absorbent
1 can (500) cotton balls, absorbent
1 pkg (100) 1 x 3 flesh plastic strips
1 pkg (100) medium butterfly closures
1 dozen spools 1/2 in x 10 yds adhesive tape
1 dozen gauze bandage rolls
4 rolls 2 in x 10 yds
4 rolls 4 in x 10 yds
1 box tongue blades or depressors (500)
1 box cotton tipped applicators (1000)
1 gross safety pins, assorted sizes
1 reading glass, 4 in lens
1 box antiseptic pre-moistened towelettes (100)
1 box Telfa sterile pads (100)
1 pkg 2 in x 2 in gauze sponges (200)
4 pkg 4 in x 4 in gauze sponges (200)
1 dozen 2 in Hospital Ace bandages
2 rolls tubegary, 50 yards, No 12
1 tubegary applicator, No 12
1 box alcohol pads (100)
1 box disposable scalpels (10)
1 dozen oral hygiene packets
1 dozen combs
4 nail care sets
3 sheets foam rubber, 21 x 36 x 1/4
1 bottle Cepacol mouthwash, 14 oz
2 tubes lubricating jelly
1 dozen pints rubbing alcohol compound (or .50/pint)
1 book time card (autoclave)
1 box sterilizer indicator tubes
1 can Instru-Care, 12 oz
1 can Ad-Hese-Away, 6 oz
1 box Gamophen surgical soap (24 bars)
2 bottles Gamophen liquid, 12 oz squeeze bottles
1 box Clinitest Reagent tablets (24) sealed in foil
1 bottle Uristix Reagent strips (100)
1 bottle Acetest Reagent tablets (100)
1 bottle Albustix Reagent strips (100)
1 bottle Clinitest Reagent strips (50)
1 bottle Hematest Reagent tablets (60)
1 dozen hypo brush
1 box B-D Yale cleaners (10 envelopes)
1 can Organisol detergent (3 lb)

Housekeeping Supplies

1 cleaning powder
1 pkg baking soda
1 bottle mild detergent
1 can spray wax
1 bottle Lysol, 5 oz
laundry service
lab coat rentals

APPENDIX B

RESOURCES

Audiovisual Materials

Concept Media
PO Box 1893
Costa Mesa, CA 92626

- Approaches to Reorientation
- Cancer, Series II
- The Confused Person
- Focusing on Feelings
- Implications for Teaching
- Myths and Realities
- Perspectives on Aging
- Physical Changes and Their Implications
- Physical Growth and Motor Development
- Viewpoint—The Nurse/The Cancer Patient

Emanuel Hospital
Portland, OR 97227

- In a Medical Laboratory

Hospital Research and Educational Trust
Chicago, IL 60611

- Anatomy
- Introduction and Orientation
- Lifting, Moving and Transferring Patients
- Personal Care of the Patient
- Special Procedures I
- Special Procedures II
- Training the Nursing Aide
- The Working Environment

The March of Dimes
Glenn Educational Films, Inc
Monsey, NY 10952

- More Than Love

Merrel Film Library
1269 Gest St
Cincinnati, OH 45203

- Best of Care

Modern Talking Pictures
500 Park St N
St Petersburg, FL 33709

- Various topics related to health field; free preview.

Oregon Division of Continuing Education
PO Box 1491
1633 SW Park
Portland, OR 97207

- Careers in Emergency Medicine

Teknifilm, Inc
909 NW 19th
Portland, OR 97209

- Oregon Association of Chiropractic Physicians

Trainex Corporation
PO Box 166
Garden Grove, CA 92642

- Birth Control Methods and Principles
- Decisions
- Gerontology
- Leadership in Nursing
- The Nursing Process
- Pharmacology
- Preparing the Patient for Independent Movement
- Time Saver Preview—The Nursing History
- The Use of Canes and Walkers
- The Use of Crutches
- The Use of Restraints
- The Use of Stretchers
- The Use of Wheelchairs

Books

Adama, Ruth H and Angela R Emmi *Microbiology for Health Careers* (Albany, NY: Delmar Publishers, 1974)

Anthony, Catherine Parker *Structure and Function of the Body* (St Louis: C V Mosby Co, 1972)

Atkinson, Betty J *The Medical Assistant—Clinical Practice* (Albany, NY: Delmar Publishers, 1976)

Baer, J G, R Geergy, et al *Pathogenic Organism and Infectious Disease* (Bash, Switzerland: Ciba-Geigy Limited, 1971)

Being a Nursing Aide (2nd edition) (Chicago: Hospital Research and Educational Trust, 1978)

Bellsher, Lois *Microbiology in Practice—Individualized Instruction for Allied Health Sciences* (San Francisco: Canfield Press, 1974)

Beneson, Abram S *Control of Communicable Diseases in Man* (New York: The American Public Health Association, 1970)

Bird, Brian, MD *Talking With Patients* (Philadelphia: J B Lippincott Co, 1973)

Brady's Programmed Introduction to Microbiology (Philadelphia: Robert J Brady Co, 1969)

Broadwell, Lucile, Barbara Milutenovic and Earnestine White *Medical Surgical Nursing Procedure* (Albany, NY: Delmar Publishers, 1977)

Brooks, Lucy *The Nurse Assistant* (Albany, NY: Delmar Publishers, 1978)

Caldwell, Esther and Barbara Hegner *Geriatrics* (Albany, NY: Delmar Publishers, 1975)

Caldwell, Esther and Barbara Hegner *Health Assistant* (Albany, NY: Delmar Publishers, 1973)

Chapman, Jane E and Harry H Chapman *Behavior and Health Care—A Humanistic Helping Process* (St Louis: C V Mosby Co, 1975)

Dorland's Illustrated Medical Dictionary (Philadelphia: W B Saunders Co, 1965)

Fisher, J Patrick *Basic Medical Terminology* (Indianapolis: The Bobbs-Merrill Co, 1975)

French, Ruth *The Dynamics of Health Care* (New York: McGraw-Hill Co, 1968)

Froelich, Robert E and Marian F Bishop *Medical Interviewing—A Programmed Manual* (St Louis: C V Mosby Co, 1972)

Gasman, Minna L *The Circulatory System—Medical Terminology, An Individualized Approach* (New York: Westinghouse Learning Press, 1975)

Hospital Medical Records—Guidelines for Their Use and Release of Medical Information (Chicago: American Hospital Association, 1972)

Howe, Phyllis Sullivan *Basic Nutrition in Health and Disease* (Philadelphia: W B Saunders Co, 1972)

Johnson, Winifred R and Douglass Johnson *Introduction to Nursing Care* (New York: McGraw-Hill Book Co, Gregg Division, 1976)

Lawton, M Murray and Donald F Foy *A Textbook of Medical Assistants* (St Louis: C V Mosby Co, 1975)

McNabb, Betty Wood *Medical Record Procedures in Small Hospitals* (Austin, TX: The Steck-Warlick Co, 1970)

Memmler, Ruth Lundeen and Ruth Byers Rada *The Human Body in Health and Disease* (Philadelphia: J B Lippincott Co, 1970)

Mitchell, Helen, Henderika Hynbergen and Linnea Anderson *Nutrition in Health and Disease* (New York: J B Lippincott Co, 1976)

Morgan, Arthur J, MD and Mabyl K Johnson *Mental Health and Mental Illness* (Philadelphia: J B Lippincott Co, 1976)

Parcel, Guy S *First Aid in Emergency Care* (St Louis: C V Mosby Co, 1977)

Pincus, Stanley *Respiratory Therapist Manual* (Indianapolis: The Bobbs-Merrill Co, 1975)

Smith, Genevieve Love and Phyllis E Davis *Medical Terminology—A Programmed Text* (2nd edition) (New York: John Wiley and Sons, 1963)

Stolten, Jane Henry *The Health Aide* (Boston: Little, Brown & Co, 1972)

Story, Donna Ketchum *Principles and Practices of Nursing Care* (New York: McGraw-Hill Book Co, Gregg Division, 1976)

Thomas, Clayton L, MD *Taber's Cyclopedic Medical Dictionary* (13th edition) (Philadelphia: F Davis Co, 1977)

Twaddle, Andrew C and Richard M Hessler *A Sociology of Health* (St Louis: C V Mosby Co, 1977)

Williams, Sue Radwell *Nutrition and Diet Therapy* (St Louis: C V Mosby Co, 1969)

Wilson, Mitchell *The Body in Action—The Parts of the Body and How They Work* (New York: Golden Press, 1962)

Wittman, Karl S *Activities and Projects for Basic Sciences for Health Careers* (New York: McGraw-Hill Book Co, Gregg Division, 1976)

Wittman, Karl S *Basic Sciences for Health Careers* (New York: McGraw-Hill Book Co, Gregg Division, 1976)

Wood, Dena Len *Structure and Function of the Human Body* (Philadelphia: J B Lippincott Co, 1977)

Wood, Lucille A and Beverly J Rambo *Nursing Skills for Allied Health Services* (Philadelphia: W B Saunders Co, 1977)

Woosley, M T and Patrick Cuviello *Basic Medical Laboratory Subject* (Indianapolis: The Bobbs-Merrill Co, 1979)

Zimmerman, Robert L *Medical Radiographic Technology* (Indianapolis: The Bobbs-Merrill Co, 1975)

Catalogs

Audiovisual

The Data Courier
620 S 5th
Louisville, KY 40202

Vocational Guidance Filmstrip Series

Portland State University
Division of Continuing Education
1633 SW Park Ave
Portland, OR 97207

Film Rental Catalog 1979-1980

Science Research Associates, Inc
Chicago, IL 60601

Alphabetical List of Occupational Briefs in the Occupational Exploratory Kit 1975

Spenco Medical Corporation
PO Box 8113
Waco, TX 76710

Sunburst
30 Washington Ave, Rm 263
Pleasantville, NY 10570

Trainade Educational System
229 N Central Ave
Glendale, CA 91203

Trainex Corporation
PO Box 116
Garden Grove, CA 92642

Equipment and Supplies

American Hospital
10200 SW Commerce Circle
Wilsonville, OR 97070

General Medical
20005 NE Columbia Blvd
Portland, OR 97211

Portland Medical and Scientific Division
5476 SE International Way
Portland, OR 97222

Scientific Products
3660 148 Ave NE
Redmond, WA 98052

Surgical Sales, Inc
PO Box 3551
355 Trick Dr
Seattle, WA 98124

Instructional Models

Armstrong Industries, Inc
PO Box 7
3384 Commercial Ave
Northbrooke, IL 60062

Carolina Biological Supply Company

1070 McLoughlin Blvd
Gladstone, OR 97027

Denoyer-Geppert Company
5235 Ravenswood Ave
Chicago, IL 60640

Dyna-Med, Inc
6200 Yarrow Dr
Carlsbad, CA 92008

Rescue Products, Inc
3757 Pennridge Dr
Bridgeton, MO 63044

Rockford Safety Equipment Company
Emergency Medical Products Division
PO Box 5166
4620 Hydraulic Rd
Rockford, IL 61109

Special Service and Supply, Inc
203 E Mulberry St
Normal, IL 61761

Filmstrips

Career Aid
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

- Health and Safety, Maintaining a Clean Environment
- The Nursing Team and the Law
- Postoperative Care

Hoffman Dental
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

- Business Office Procedures
- Chairside Assisting: The Dental Unit and Instruments
- Charting
- Dental Anatomy
- Dental Anatomy: Charting and Preventative Dentistry
- Development of Film
- Eruption of Teeth
- Mounting of X-Rays
- Theory of X-Ray
- Tooth Identification and Surfaces

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

- Colostomy Care
- Enemas
- Making the Occupied Hospital Bed
- Making the Unoccupied Hospital Bed
- Oxygen Administration
- Patient Transportation: The Wheelchair
- Postoperative Care
- Preoperative Care

Trainaide Educational System
229 N Central Ave
Glendale, CA 91203

- An Introduction to Hospital Work
- Basic Intake and Output
- Blood Pressure and Pulses
- Care and Loading of Sterilization Equipment
- Central Service Training Series
- Characteristics of the Newborn
- Cleaning Procedures
- Developing Skills in Communication
- Living with Diabetes
- Living with Emphysema
- Nutrition and Fluid Balance
- The Patient as a Person
- The Patient with Cardiac Disease
- Psycho-Social Adaptation to Illness
- Pulmonary Resuscitation
- Special or Modified Diet Preparation
- Temperature and Respiration
- Your Special X-Ray Tests

Trainex Corporation
PO Box 166
Garden Grove, CA 92642

- Admission and Discharge
- Antigenic Properties of Red Blood Cells
- Assisting with a Physical Examination
- Do the Sick No Harm
- Food Service Orientation
- Housekeeping Orientation
- How to Work All Day Without Getting Hurt

Isolation Technique
Lifting and Moving Patients
Local Application of Heat and Cold
The Metric System
Positions to Prevent Contractures
Showers and Tub Baths
Teaching Crutch Walking
Use of Patient Lifters
Use of Protective Restraints
White Blood Cells: The Defenders
Against Infection

APPENDIX C

ADVISORY COMMITTEE

To plan and implement a secondary health occupations cluster program, it is essential to have the guidance and counsel of an occupational advisory committee. The members of the advisory committee should be selected from the major occupations in the health field, such as nursing, medicine, and dentistry, and be representative of most of the key occupations in the health cluster. Major employers of health occupations personnel should also be represented on the committee. Others may be appointed to the committee for their particular areas of expertise.

Recommendations for appointment to the advisory committee should be sought through local professional and technical organizations such as the medical association, dental association, nurses' association, and others. If occupational representation is desired, but no local organization is active, recommendations should be elicited from the state-level organization. When that is done, advisory committee members represent an occupation or occupations in a professional and official capacity, have a responsibility to report back to the organization represented, and have a responsibility to be aware of current occupational requirements, trends in education for the preparation of health occupations personnel, utilization practices, and legal requirements. Members should be appointed for one, two, and three year terms to assure continuity of committee function and to facilitate input of new information and communication related to the operation and effectiveness of the program.

When organizing an advisory committee, it is well to recognize that most health practitioners are not trained as educators. Therefore, it is advisable that at least one meeting be planned for orientation. Committee orientation should include:

- Philosophy and objectives of vocational education and the cluster concept
- Philosophy and objectives of the local school
- Purpose of the advisory committee
- Delineation of the role and function of the advisory committee

Appropriate involvement of health occupations representatives in an advisory capacity will facilitate the development and implementation of an effective program in the local community.

This approach to the selection and organization of an advisory committee will promote the establishment of a communications network between the educational and health communities at both the local and state level to achieve a common goal—a greater supply of prepared health personnel.

APPENDIX D

OPPORTUNITIES IN HEALTH EDUCATION

The following are selected examples of opportunities which may be available to students upon completion of the secondary health occupations cluster curriculum:

Job Entry

admitting clerk
central supply aide
file clerk
food service worker
housekeeping aide
kitchen aide
mail clerk
medical clerk
medical laboratory aide
medical receptionist
medical records clerk
messenger clerk
stores attendant
therapy aide
ward clerk
X-ray aide

On-the-Job Training

dental assisting
electrocardiograph technology
electroencephalograph technology
medical assisting
medical laboratory assisting
medical record technology
optometry assisting
prosthetic technology

Enrollment in Postsecondary Programs

Occupational Education
- associate degree nursing
- dental assisting
- dental hygiene
- dental laboratory technology
- environmental health technology
- food service technology
- funeral service technology
- medical assisting (clinical, administrative)
- medical emergency technology
- medical laboratory assisting
- medical record technology
- medical secretary
- mental health technology
- nursing (licensed practical nurse, nursing assistant, psychiatric aide)
- occupational therapy assisting
- operating room assisting
- optometry assisting
- orthotics, prosthetic technology
- physical therapy assisting
- radiology technology
- respiratory therapy
- sanitation technology
- social service technology

Professional Education
- dentistry
- medical care administration
- medical record librarian
- medical technologist
- medicine
- music therapist
- nursing
- occupational therapy
- optometrist
- pharmacist
- physical therapy
- psychology
- public health education
- social work (medical, psychiatric)
- speech therapy
- vocational rehabilitation counselor

APPENDIX E

HEALTH OCCUPATIONS STUDENTS OF AMERICA

What Is HOSA?

The Health Occupation Students of America—HOSA—is an organization whose program of leadership and personal development is designed specifically for students enrolled in vocational health occupations education programs offered by state departments of education and local school boards throughout the nation. HOSA is nonprofit, nonpolitical, and nonsectarian.

Any student who is enrolled in a health occupations program in the nation is eligible for membership in HOSA at local, state, and national levels. At the local level, chapter students can elect student officers; the program's teacher-coordinator serves as chapter advisor. Nearly all chapters are self-supporting with members paying local, state, and national dues. All chapters within a state are chartered by and comprise a state association of HOSA. Each state association elects officers. National HOSA is composed of state association delegates elected or appointed by the state officers.

Integrating HOSA Into Health Occupations Education

The HOSA program of activities can complement, supplement, and strengthen the instructional program of health occupations education. Combined with classroom instruction and significant projects, the HOSA program of activities gives greater scope and depth to the total instructional program. Success in the health occupations field depends upon attitudes which lend themselves to leadership development within an educational framework. The HOSA program helps enrich the instructional program through competitive events and activities (civic projects, social awareness and vocational development) planned by students under the guidance and direction of the teacher-coordinator.

Participation in the program can stimulate student interest and inspire students to excel in their studies, occupations, and careers.

Chapter meetings can be scheduled as a part of class. Each week, time can be set aside from normal class routine to hold a regular club meeting. On the other hand, regular meetings may be scheduled between classes, before or after class, depending on school and bussing schedules, or during lunch.

Some projects lend themselves to trips, activities and meetings away from school during evenings, weekends, or vacation periods. Possible locations include various health care agencies, laboratories, public buildings, business establishments, and members' homes.

How a Chapter Contributes to Members, School and the Community

Chapters can best serve their schools and communities if they provide

a variety of activities throughout the year. Plan activities in the following areas:

Professional: Most chapters provide professional meetings to enlighten their members' knowledge of various fields. Guest speakers, panel discussions, and films frequently are scheduled for meetings, and many chapters make field trips to study specific problems relating to instruction. Possibly the professional activity most widely used is the annual employer-employee banquet; more than any other single activitity, the banquet serves to foster goodwill in the community.

Competitive activities and project participation are also considered a professional activity. Local chapters are usually the scene of competitive preparation; district, regional, state and national leadership conferences provide proving grounds for students to test their knowledge, skill and ability with those of others. Recognizing individual achievement is only one objective of HOSA competitive events and projects. Their basic purposes are to improve the knowledge and skills of students through practice and application. Win or lose, students profit from the experience.

Alumni follow-up is another type of professional activity. Many chapters sponsor annual socials in honor of ex-students; some have established scholarships in local colleges for program graduates.

Civic Activities: This area is one in which a chapter serves its entire community. Co-sponsoring such activities as March of Dimes, Heart Fund, Community Chest, Muscular Dystrophy, etc, offers a service to the community and helps develop the chapter's reputation. Other civic activities include informing the community about the health occupations program and developing good public relations. Chapters often enter floats in parades and sponsor booths at community fairs that tell the health occupations story.

The typical school offers a multitude of opportunities for a chapter to be of service. Some chapters assist in school-wide activities, such as cleanup drives and citizenship campaigns. Others decorate the school, local buildings, or parks for special occasions such as Christmas, Halloween, Easter and Thanksgiving. Assembly programs can serve the school. Speakers or films of general interest can be presented to the student body in open meetings of the chapter.

Benevolent Activities: Activities involve helping others; suggestions include sponsoring a Christmas party for an orphanage, volunteer assistants to nursing home residents, and preparing Thanksgiving and Christmas boxes for those in need. Civic organizations can be contacted for additional ideas.

Sales Projects: There is no question as to the importance of chapter finances. Sales projects are educational and fun too, when every chapter member participates. Sales projects provide a common goal for achievement and can develop spirit among chapter members. Members are usually more enthusiastic about paying dues when they know their chapter earns the money it spends. Ideas range from special sales to promoting good health.

Social Activities: Chapters should provide recreation for members. One of the original philosophies of HOSA is to provide social activities to make up for the school functions members miss because of off-campus training. Socials can also be used to acquaint others with the health occupations program. Inviting visitors, such as faculty members, employers, and prospective students and parents to socials helps to build public interest in the program.

Organizing a Local Chapter

Prior to the organization of a local chapter, it will be necessary to meet with the administrator and students and explain in detail the goals and purposes for organizing the chapter.

The following should be included for purposes of discussion:

Local Policy

Determine from the local administrator or superintendent policy and procedure for establishing an in-school student organization.

Benefits to Students

The student will meet professional people on a professional level.

The student will develop and display leadership skills and abilities.

The student will assist other individuals and the community.

The student will have the opportunity to focus public attention on personal or chapter accomplishments.

The student will develop and display leadership skills through participation in local, state and national activities.

The chapter members will engage in competitive activities on local, state and national levels.

The student will be a member of an organization designed exclusively for those interested in health careers.

History and Development of the Health Careers Chapter

Size—would include number of organized local chapter and membership.

Scope of the organization.

Purposes and objectives of the organization.

Special Committees

Appoint a committee to develop a constitution or set of

guidelines in accordance with the state organization, by which the chapter will function.

A chapter advisory committee is strongly recommended. It is quite possible that the existing advisory committee for the educational program could serve in this capacity as well.

Suggested Chapter Yearly Calendar

September

Organizational meeting
Plan year's program of work
Preparation of books
Membership and preparation for election of officers
Establish committees

October

Chapter officers leadership training program

November

Special community projects

December

School projects
Bulletin board
Christmas
Door decoration contest

Community service
Toy project
Parents banquet

January

Speakers from various health facilities
Tours of various schools relating to health

February

Open house for parents
Career Day

March

Health occupations contest (local)
Cleanup, paint-up campaign
Picnic

April

Health occupations contest (state)
Faculty vs student basketball
Talent night
Cookout

May

Where applicable, elect officers for the next school year
Plan for next school year
End of year chapter party

Suggested Chapter Activities

Professional

Regular chapter meetings
Active member participation
News articles in local newspapers
Club newspaper
Chapter activity book
HOSA workshops
Radio and TV programs

Educational

Visits to health occupations establishments
Guest speakers
Study of parliamentary procedure
Visits to other chapters
Education exhibits

Civic

Safety campaigns
Cleanup, paint-up projects

Needy family projects
Good citizen projects
"Get Out the Vote" project
Faculty recognition
Community fund drive

Social

Parent banquet
Employer-employee banquet
Picnic
Dance
Athletic activities
Skating party
Scavenger hunt
Talent show
Entertainment for future members

APPENDIX F

CLINICAL EXPERIENCE CHECKLIST

Study Guide—Respiratory Therapy Department

1 Define and briefly describe the functions of the following:

Respiratory Therapy:

IPPB:

Postural drainage:

Pulmonary function tests:

Croupette:

2 Describe three pieces of respiratory therapy equipment used during a code "99."

3 List the cost of two respiratory therapy treatments.

4 List the following differences between a certified and registered respiratory therapist:

Educational requirements:

Two schools that offer this training:

Need for certification or licensure:

Beginning salary:

Evaluation Form—Respiratory Therapy Department

Points
4 - superior 3 - very good 2 - good 1 - satisfactory 0 - unsatisfactory

THE STUDENT WILL	4	3	2	1	0
1 Observe or assist with at least one IPPB treatment.					
2 Observe the automatic Bennett PR-2 or MA-1 respirator at least one time.					
3 Assist in cleaning up various types of respiratory therapy equipment.					
4 Complete the Respiratory Therapy Department study guide.					
5 Observe at least two ways of administering oxygen to a patient.					
6 Use good medical aseptic technique when handling patients and equipment.					
7 Demonstrate basic communication skills with health team members.					
8 Demonstrate beginning good work habits by:					
attendance and punctuality					
grooming					
attitudes toward learning					
safety principles					
ethical behavior					

STUDENT'S COMMENTS

Signature _____

Note: The student must have a minimum of 12 points in order to have completed this rotation.

Adapted from "Clinical Experience," Willamette Falls Hospital.

APPENDIX G

OCCUPATIONAL ANALYSIS DATA

	Dental Assistant	Dental Hygienist	Dental Lab Technician	Respiratory Therapist	Medical Lab Assistant	Medical Assistant	Nursing Assistant	Nurse, General Duty	Occupational Therapy Assistant	Physical Therapy Assistant	Surgical Technician	Emergency Medical Technician
stand by to assist other health team members												
initiate and maintain isolation tech												
assist patient with prosthetic devices												
answer visitor's questions												
administer stoma care												
make beds												
answer telephone												
make appointments												
change dressings and compresses												
give douches, bladder and vaginal irrigations												
collect and label specimens												
prepare specimens for study												
prepare specimens for storage												
perform/record urine reduction												
instruct about treatment and tests												
suction patients												
give oxygen, using prongs, masks												
perform cardiopulmonary resuscitation												
control bleeding												
take EKG tracing												
obtain blood sample												
care for blood sample puncture site												
start/monitor intravenous feeding												
administer medications												
apply cold (moist/dry) packs												
apply heat (moist/dry) packs												
observe patient during/post procedures												
assist with diagnostic procedures												
perform gastric analysis												
perform/record stool tests												
perform/record occult blood tests												
perform post procedure care												
manicure and pedicure nails												
shave patients												
assist with shower, tub, sitz bath												
perform or assist with dressing												
feed patient												

Dental Assistant
Dental Hygienist
Dental Lab Technician
Respiratory Therapist
Medical Lab Assistant
Medical Assistant
Nursing Assistant
Nurse, General Duty
Occupational Therapy Assistant
Physical Therapy Assistant
Surgical Technician
Emergency Medical Technician
perform range of motion
lift, move and position patient
brush teeth, dentures
obtain health, illness history
assess care plan
revise care plan as necessary
evaluate/record patient's progress
contribute to care plan
relay information to supervisor
report/record observation, test results
admit, transfer, discharge patient
measure/record blood pressure, temperature, pulse and respiration
obtain patient's records, files, tests
measure/record height and weight
give instruction on self care
teach principles of good nutrition
give physical and emotional support to patient and family
encourage preventative care and follow up
assist with deep breathing, coughing exercises
perform postmortem care
maintain asepsis
maintain inventory of supplies
order supplies
instruct about diversional and recreational activities
performs accounting tasks
perform receptionist tasks
perform clerical tasks
perform filing tasks
place and answer telephone calls properly and courteously
prepare photocopies
maintain policy manual
communicate with other individuals involved with patient
share information with staff as needed
discuss future plans and goals with patient
report results of tests or assessments to supervisor
identify long- and short-term goals
establish rapport with family

	Dental Assistant	Dental Hygienist	Dental Lab Technician	Respiratory Therapist	Medical Lab Assistant	Medical Assistant	Nursing Assistant	Nurse, General Duty	Occupational Therapy Assistant	Physical Therapy Assistant	Surgical Technician	Emergency Medical Technician
engage patient in remedial activity												
review physician's orders daily												
design adaptive devises												
recommend adaptive devises to patient												
instruct patient, family and staff in use of equipment												
apply passive range of motion												
engage patient in learning activity												
follow safety regulations												
apply ultrasound												
apply short wave diathermy, microwave												
demonstrate correct gait pattern to patient												
use whirlpool												
observe and correct patient's technique												
identify/select exercises to be used												
schedule patient for special diagnostic studies												
identify specimens, films, records												
perform bladder catherizations												
care for catheters												
make patient rounds												
maintain interdepartmental relations												
seek methods for improving care												
evaluate care given by others												
coordinate interdepartmental functions with nursing												
teach patients, families, personnel about health practices												
use health related resources												
serve as consultant on health team												
serve as team leader, head nurse or supervisor												
analyze available information and observation data												
establish organizational, management and judgment priorities												
interpret facility policies												
inspect safety equipment												
adjust environmental factors												
assist with development of budget												
delegate tasks to other nurses and assistants												
prepare operating room for surgery												
inspect room for furniture and cleanliness												
wear required gown and gloves												
select instruments and supplies for each surgery												
assemble supplies, medications, instruments												
position instruments for easy access by surgeon												

	Dental Assistant	Dental Hygienist	Dental Lab Technician	Respiratory Therapist	Medical Lab Assistant	Medical Assistant	Nursing Assistant	Nurse, General Duty	Occupational Therapy Assistant	Physical Therapy Assistant	Surgical Technician	Emergency Medical Technician
count needles, sponges, instruments verified by nurse												
record correct or incorrect count												
assist surgeon in gowning and gloving												
assist in draping patient for surgery												
hand instruments as needed												
anticipate surgeon's needs												
monitor sterile condition of area constantly												
assist anesthesiologist as required												
supply medicine, blood, plasma as needed												
assure X-rays are available												
keep record of supplies used												
record patient blood loss												
assist in application of dressings												
assist in transporting patient												
establish whether bleeding is venous or arterial												
apply pressure dressing at bleeding site												
establish airway in unconscious patient												
apply splints to broken or dislocated member												
apply sling as required												
apply ice pack to alleviate swelling												
calm and reassure victim of emergency												
determine nature of injury												
operate an emergency vehicle												
handle environmental emergencies												
make X-ray exposure												
practice confidentiality in all aspects of position												
perform debridement												
apply Jobst measurement												
prepare slides for microscopic exam												
prepare lab orders for billing												
compile patient lab reports												
record lab report on patient's chart												
log in requests for specimen samples												
determine work requirement priorities												
record freezer and refrigerator temperatures daily												
seat patient, position for treatment												
operate chair												
place instruments on tray and have ready by chair												
prepare patient's chart												
wash hands before treating each patient												
take X-rays												

	Dental Assistant	Dental Hygienist	Dental Lab Technician	Respiratory Therapist	Medical Lab Assistant	Medical Assistant	Nursing Assistant	Nurse, General Duty	Occupational Therapy Assistant	Physical Therapy Assistant	Surgical Technician	Emergency Medical Technician
focal light on patient's mouth												
mix filling material												
place rubber dam on patient												
pour impressions												
trim models												
sterilize instruments												
select porcelain tooth from stock												
grind tooth to prescribe size and fit												
place porcelain tooth in oven to glaze												
remove glazed tooth from oven												
build up wax pattern or crown, inlay, and pontic backing or tooth												
trim (wax) pattern-work with patterns using various media												
invest pattern with plaster and immerse in boiling water mold												
prepare models or duplicate impressions												
examine work for conformance to specifications (detect and correct test errors)												
fabricate devices from impressions												
arrange instruments, materials, and medication												
store (sterilized instruments), supplies, equipment specimens												
prevent cross-contamination of instruments												
measure silver alloy powder and mercury												
shape, grind, polish, carve, and assemble metal and plastic appliances												
select porcelain tooth that makes shape and shade of natural tooth												

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378-8274. Or, for your convenience, this response form is provided.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

Did you read this publication?

___ Completely
___ More than half
___ Less than half
___ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

___ Completely
___ Partly
___ Not at all

Did you find this publication useful in your work?

___ Often
___ Sometimes
___ Seldom
___ Never

Which section is most valuable? _____
_____

What type of work do you do?

___ Classroom teacher
___ Consultant to classroom teachers
___ School administrator
___ Other _____

Would you recommend this publication to a colleague?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

Did you find the content to be stated clearly and accurately?

___ Always yes
___ In general, yes
___ In general, no
___ Always no
___ Other _____

Were the contents presented in a convenient format?

___ Very easy to use
___ Fairly easy
___ Fairly difficult
___ Very difficult
___ Other _____

Did you find this publication to be free of discrimination or biased content towards racial, ethnic, cultural, handicapped, and religious groups, or in terms of sex stereotyping?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other _____

What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

___ Excellent
___ Good
___ Fair
___ Poor

When this publication is revised, what changes would you like to see made? _____
_____
_____
_____

Additional comments. (Attach a sheet if you wish.)

_____
_____
_____
_____

Thanks!

Fold here and seal

No Postage Necessary If Mailed in the United States

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 168, SALEM, OREGON

POSTAGE WILL BE PAID BY ADDRESSEE

Publications Section
Oregon Department of Education
Salem, Oregon 97310

Fold here and seal